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ABSTRACT

The final report describes a 2-year pilot project to identify and program for disadvantaged potentially gifted students in grades 5-8. Two goals of the program are stated: (1) to establish a working partnership among public and nonpublic schools and higher education; and (2) to integrate disadvantaged potentially gifted with nondisadvantaged gifted students. Discussed are such aspects of the partnership model as four problems (e.g. bureaucratic obstacles), use of Pennsylvania State University as the site, and six project objectives (e.g. field testing of inservice strategies for local education agencies to deal effectively with disadvantaged gifted students). The first year is described in terms of four gaps (e.g. lack of trained staff); identification problems such as questionnaire wording; and programming consisting of spring courses, taught by university faculty, in mythology, mathematics, physics, and chemistry for grades 5-8, with 15 students in each course; and summer courses consisting of creative dramatics and physics for grades 5-6, architecture and Italian for grades 7-8, and swimming and counseling for all. Reported for the second year are evaluation of the first year with such changes as questionnaire rewording, and programmatic change consisting of offering only to grades 5-6 courses in "Wellth" (well plus health), creativity in art, mythology, architectural engineering, and peer counseling. Parent, faculty and student reactions are reviewed with favorable results and some criticism (e.g. need for faculty orientation). Five lessons from both years and six highlights such as success of the partnership model complete the report. Included in 13 appendixes are teacher questionnaires, intake forms for students and parents, a student followup form, and end-of-program parent and student evaluation questionnaires. (MC)

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FINAL TECHNICAL REPORT

P R O J E C T P A T S:

"POTENTIALLY ACADEMICALLY TALENTED STUDENTS".

A SPECIAL, FEDERALLY - FUNDED PROJECT

UNDER P.L. 95-561
(PART A, TITLE IX)
(MINIMUM GRANT AWARD PROGRAM)

OPERATING PERIOD: 10/1/80 - 6/30/82

REPORT BY

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PROJECT PATS

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DISCLAIMER

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The Penn State University at Ogontz Faculty

The Parents and Children who participated in the PATS Project

INTRODUCTION

Project PATS represents an innovative, exciting partnership among four distinct types of educational agencies: public school districts; non-public (in this case, parochial) schools; an Intermediate Unit (i.e., a county-level public school agency); and higher education. The Pennsylvania Department of Education (PDE) was interested in concentrating upon the problems of identifying and serving, the disadvantaged gifted and talented who, due to the biases inherent in traditional selection techniques and instruments for the gifted and talented, are often overlooked or precluded. Accordingly, a PDE announced a competitive grants awards program, which led to several grants being awarded to address innovative solutions to this unique area of problems.

Montgomery County Intermediate Unit 23 was fortunate to receive one of the grant awards. The grant was originally projected for three consecutive years, but the worsening national economy and the associated block grant federal funding concepts means early termination by the end of the second year. Thus, IU 23 was unable to achieve all that would have been possible with a full, three-year grant, but nonetheless, the lessons learned over the course of two years of operation were quite revealing and should prove of value to any others interested in this area. Thus, the present report is being made available to others who might pursue similar efforts.

Good luck!

PROJECT DESCRIPTION

Section I

Project PATS, a program designed for Potentially Academically Talented disadvantaged Students, was conceptualized by Dr. Ronald Fischman, Program Director of Talented and Gifted Programs at the Montgomery County Intermediate Unit. The major goal of this project was to develop a pilot program of identifying and programming for the disadvantaged potentially gifted youngster whose needs had been largely neglected through traditional assessment and remediation procedures. Two major characteristics of the innovative pilot program were:

1. To develop a working partnership between public education, non-public schools, and higher education;

2. To integrate the disadvantaged potentially gifted student with the non-disadvantaged gifted.

In order to continue to develop these concepts, Dr. Fischman enlisted the aid of the following members of the Montgomery County Intermediate Unit and Penn State University, Ogontz Campus:

Dr. Barton Proger, Director of Federal Projects for the Montgomery County Intermediate Unit;

Mrs. Marjorie Weintraub, Program Support Specialist for Gifted Programs for the Montgomery County Intermediate Unit;

Dr. Jane Moore, Psychologist for the Montgomery County Intermediate Unit;

Dr. Judith Pfeffer, Research Associate for the Montgomery County Intermediate Unit;

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Dr. Robert Bernoff, Campus Director, Penn State University, Ogontz Campus

The Partnership Model

Since the partnership model between public education, non-public schools, and higher education was one of the key factors in the successful implementation of this progarm, the beginning steps to establish such a partnership will be reviewed. In our earliest attempts at developing a partnership many external agencies were considered. At each attempt at a cooperative venture, a number of problems were encountered. The issues outlined below are some of the major obstacles encountered before our successful collaboration with Penn State University. They are presented here so that others considering similar projects will be aware of problems which may be involved:

1. Bureaucratic Conflicts:
   The ability of the administrators and staff members of the various agencies and institutions to interact cooperatively and effectively was, perhaps, the single most significant factor in the potential success of each proposed partnership. The first choice for collaboration with the higher education program was eliminated when the administrator of the program demanded that the tie between the institutions include exclusive use of faculty for various Montgomery County Intermediate Unit research projects. Since such a commitment was neither possible nor desirable, the organization was eliminated from consideration. Other obstacles such as waiting months for a quarterly board meeting to get the partnership approved were also noted as reasons for eliminating agencies as possible partners in this cooperative venture.
2. Although many interesting opportunities for partnership existed in the Philadelphia-Center City area, the expense and inconvenience of the fairly long commute from the surburban location of our student population decreased the feasibility of such an arrangement.
3. Limited scope of subject matter: Some institutions although highly recommended offered only one area of study such as the sciences or the arts. Since the PATS Project was meant to emphasize the social and emotional component as well as

academic and/or artistic interests, these facilities were considered too limiting.

4. Mentorships: Using faculty members of higher educational facilities or accomplished staff members of other institutions as mentors was also considered. This idea was finally rejected because of the uneven quality these experiences would provide students. That is, no uniform type of experience could be guaranteed for any of the students.

After an exploration of the aforementioned factors, a decision was made to use a university setting (Penn State) in which good rapport and mutual respect among the three institutions could be developed. We were fortunate in that a joint project already existed between the Gifted Program of the Montgomery County Intermediate Unit and Penn State University's Ogontz Campus. The faculty and staff of both institutions had already recognized the advantages of sharing information and expertise on such factors as assessment and instructional strategies for the Gifted. Faculty who had participated in this earlier program with gifted children identified by traditional means were uniformly enthusiastic about the opportunity. While the exposure to a college atmosphere and interactions with college students was exciting and stimulating for the public and private school students, the Pennsylvania State University faculty members felt that their experience with these youngsters provided them with many new and exciting concepts about teaching as well. Because of this unique situation, it was not difficult to arouse interest in an additional program which would involve a joint partnership. Strong commitment of all those involved in the PATS Project made the implementation of these plans much easier to achieve. The University saw this as an opportunity to acquaint the community with the various possibilities for edcuation their faculty had to offer while helping the faculty gain additional experience in teaching a group of youngsters with thom they had little or no contact.

The public relations benefit of such a project was very evident from the beginning. Local newspapers were interested in this unique arrangement and printed many articles often accompanied by photographs of the children on the University grounds. At a time when many Universities are eager to attract as many students as they can, the opportunity to introduce

families to the University at an early stage of their youngster's education provided a rather unique opportunity. Public and private schools felt that this project also provided them with an exceptional opportunity to serve the students in their respective community. In addition to the obvious benefits to the students, the opportunity to work together as a team was very beneficial, producing an atmosphere of cooperation upon which future educational planning and procedures could be established.

In summary, the major factors which contributed to our final decision to join with Penn State were as follows:

1. The tremendous support of the major administrator and faculty chairperson enabled rapid and effective implementation of the program;
2. Faculty members from many disciplines were interested in the Project. Thus a diversity of courses ranging from Italian to Creative Dramatics to Physics and more was feasible;
3. The students were not in their own public school settings. The University was close enough to home base to have this program become an integral part of their school experience. The lunch facility, the scenic duck pond, and the University store were all, in a sense, in their own neighborhood;
4. This is a neighborhood campus. The possibility of meeting college students who lived in the students' own neighborhoods was increased. This interaction, both formal and informal, was an important part of the Project goals.

The beautiful campus, cooperative atmosphere, and wide variety of courses proved to be tremendous assets in the successful implementation of the program. However, program organizers must be cautious about explaining the nature of this program to parents and members of the local press. Although the courses provided were taught on the college campus, it is important to emphasize that these were not college courses. Instead, they were courses taken in college, specifically designed for the visiting youngsters. With the tremendous pressure to perform academically already placed upon these students, the PATS staff felt that no additional demands of this nature were necessary. It is our belief that the development of the youngsters' social

and emotional skills is a significant and integral part of the program which needs to be emphasized as much as any of its academic components. Therefore, in any discussion of the activities or goals of the progarm, the importance of each child's self-concept and social interaction with others was stressed as well as the academic benefits of the experience. Our review of the literature (Tuckman and Bearman, 1971) has indicated that the opportunity to be chosen for courses on a college campus might very well affect the attitudes and expectancies the students would bring to future learning. Often, the simple fact that teachers and other school authorities have perceived a youngster as competent and special enough to be given an opportunity of this nature results in more positive self-concepts. Whether or not the improvement in self-concept eventually results in higher achievement levels in future intellectual pursuits still needs to be investigated.

Project Objectives

Researchers Barbe and Renzulli (1975) have reviewed the need for programs which would provide a non-traditional academic atmosphere as well as encourage interaction between the gifted disadvantaged youngster and the gifted advantaged youngster. In order to foster the development of classes which focus on the non-traditional, Torrance (1969) believes that creative rather than academic behavior in children must be evaluated and analyzed.

In light of these findings, additional meetings were held with the Montgomery County Intermediate Unit staff, the University staff, and the administrators of the public and non-public schools involved in Project PATS. Six major objectives emerged from these joint meetings:

1. To develop and field test administrative criteria and evaluation strategies for identifying the disadvantaged gifted;

2. To develop and field test clinical classroom assessment techniques (CCATS) for evaluating the interests and needs of the disadvantaged gifted;

3. To develop and field test appropriate programming and activities for the disadvantaged gifted;

4. To develop and field test appropriate counseling strategies for the disadvantaged gifted;

5. To develop and field test inservice strategies for LEA and staff to deal effectively with the disadvantaged gifted;

6. To disseminate the results of the field testing and the associated procedures and materials.

The implementation of these objectives was based on the understanding that all the Montgomery County Intermediate Unit personnel working on this project would donate their time. However, due to financial setbacks

at the Montgomery County Intermediate Unit, many of the staff who had volunteered their time were no longer available. These cutbacks necessitated some changes and refinement of the original goals. Although objectives #1 and #3 were met, the cutback in personnel resulted in insufficient time to develop fully and field test clinical classroom assessment techniques and counseling strategies. Although observation techniques which might aid classroom teachers in identifying potentially gifted disadvantaged youngsters were considered, and the effectiveness of some informal crisis and peer counseling techniques were discussed, no opportunity was available to develop more structured strategies in these areas. Objectives #5 and #6 were to be considered as on-going, long-term objectives which would be continually addressed as the project continued.

FIRST YEAR

After choosing Penn State as our collaborators on the PATS Project, a systematic analysis was undertaken of Project GO (Gifted at Ogontz), the cooperative project already established for the traditionally identified gifted population to determine the problems the PATS Project might encounter when dealing with a primarily disadvantaged population. Four major gaps were identified:

1. The bias of traditional administrative criteria and assessment strategy against the disadvantaged;

2. The lack of instructional strategy specifically designed for the needs and interests of the disadvantaged;

3. The lack of staff specially trained to deal with the special needs of the disadvantaged gifted;

4. The lack of counseling components to introduce youngsters to gifted programming and support their transition from traditional instruction settings to innovative programming.

In addition to the aforementioned analysis, a formal review of the literature in disadvantaged programming was conducted. The misuse of existing instruments in the identification and placement of exceptional children was already widely documented (Oakland and Laosa, : Oakland and Matusak, 1977: Reschly, 1979; Samuda, 1975). Laosa (1976) in his summary of criticisms of assessment, highlighted the fact that tests are biased and unfair to ethnic and racial minorities because the tests themselves reflect white, middle-class values...Ysseldyke (1979) and Mercer (1977) have similarly described intelligence and achievement testing as a measure of one's ability to benefit from his or her cultural milieu Since many disadvantaged minority students are not able to benefit from opportunities available to the majority, the gifted and talented among them are not usually identified through traditional assessment measures (French, 1954; Passa, 1972). Mercer (1972 and 1979) and Samuda (1975) believe that

these tests are biased and that their content is drawn from Anglo culture. Cole and Brunner (1971) contend that the use of a "middle class yardstick" results in labeling cultural differences as deficits instead of recognizing these differences as a part of another heritage or lifestyle. A movement towards cultural pluralism (Mercer, 1979) which would recognize the differences among racial and ethnic groups has been presented as an alternative approach to assessment of minorities.

Another important issue noted in the literature review was the myth that exceptional children demonstrate their giftedness regardless of their socio-economic status. In reality, the street-wise behavior of some gifted disadvantaged usually produces negative responses from teachers and counselors. Since "streetwiseness", originality and non-conformity are more evident in these disadvantaged youngsters than academic motivation, concern and talent (Gowan, Pagoa and Torrance, 1979), traditional classroom teachers would not be likely to recognize their characteristics as positive signs of giftedness. Assessment should generate prescriptive, as well as descriptive data. Planning and evaluating interventions and alternative programs dealing with the disadvantaged gifted are as important as alternative measures of identification.

THE IDENTIFICATION PROCESS

In the Fall of 1980, meetings were held about identification of students for the program. Since integration of the potentially gifted disadvantaged students with the already identified gifted population was desired, it was originally proposed that each public and non-public school faculty would provide the names of gifted students from the gifted classes who might be interested in the program.

Identifying the disadvantaged population from which to draw the potentially gifted was another task. Using the federal lunch lists seemed to be the most sensible and workable criterion. After identifying the entire disadvantaged population, further screening could be conducted to find the potentially gifted among them. However, this plan could not be followed in the non-public schools since no federal lunch program existed. Instead, knowledgeable people within the parish such as the school principal, priest or nurse would be asked to help identify the disadvantaged. After this process was completed, criteria similar to the public schools could be applied to identify giftedness.

In order to accomplish the first task, identification of the disadvantaged population before screening for potential giftedness, a letter to parents from each district on district stationery was sent out by the district asking for release of records from Montgomery County Intermediate Unit for possible enrollment in a new Enrichment program. More than 90% of the parents granted permission for their youngsters' records to be reviewed for potential participation in the program. The next task was the screening of these students using measures which might help locate or identify a potentially gifted disadvantaged youngster. The PATS staff hoped to use personnel who were not traditionally used in most identification procedures. It was hypothesized that specialists such as music, art and gym teachers who deal with students in more non-academic settings might spot potential otherwise overlooked. Questionnaires used would be designed to tap creativity, leadership, and other traits which are not included in most standardized, traditional instruments. Questionnaires of this nature were developed by the PATS staff for teachers, parents, peers, the students themselves and special personnel such as librarians and unified arts specialists. The parent and student questionnaires were sent out to the homes while the questionnaires for the homeroom teachers, librarians, unified arts specialists and peers were distributed within each school. In order to identify the potentially gifted

from the list of disadvantaged youngsters obtained from the public schools, the feedback received from parents, students and school personnel was previewed by the PATS staff.

The selection of the advantaged population differed for the public and parochial schools. In the public schools, the teachers who taught the gifted classes were asked to select those who they considered their best and brightest for possible participation in the PATS program. After this list was compiled, a letter to parents was sent home which described the program and requested a positive or negative response for participation in both the Spring and Summer courses. The letter mailed to parents described the program as a project designed to evaluate the effectiveness of a college environment on young students. In the non-public schools, since no gifted classes existed, a list was requested based on teacher nominations and on results of group I.Q. tests which parochial schools administer. A list was received of children identified as gifted based on these group measures. After this list was received, the children were randomly selected according to age, grade, sex, and school location. In spite of the comprehensive identification process formulated by the staff, many problems were encountered:

1. Although the questionnaires were also intended for the non-public school group of potentially gifted disadvantaged youngsters, the identification process proved to be much more difficult without the availability of the source such as the federal lunch list. The names of scholarship students were generally unknown or unavailable to anybody but parish priests. In general, in order to be certain to avoid invading the privacy of any families, very few avenues were available to obtain this information. The parochial schools were asked to present the Montgomery County Intermediate Unit with a list of disadvantaged students who would be screened further for potential giftedness. Due to the aforementioned difficulties in identifying the disadvantaged population in the non-public schools and some communication problems between the parochial schools and the Montgomery County Intermediate Unit, a list of this nature was never provided. Instead, the Parochial schools produced a list of two groups of students labeled traditional gifted and non-traditional gifted. The students labeled traditional gifted were youngsters identified by the

Archdiocese who were doing well academically in the classroom. The non-traditional gifted were not performing well in the classroom in spite of their classification as gifted. However, neither group met the requirements of potentially gifted disadvantaged youngsters sought by the Montgomery County Intermediate Unit.

2. Since information from school personnel in the form of the questionnaires was received from only two schools in one particular district, parents and students questionnaires alone were used to help identify the target children who would be asked to participate in the program. In order to evaluate the information received from parents, a numerical value was given to each answer checked by a parent. After a total score was computed, the questionnaires were filed in order of this derived score. Since the students' questionnaires were in the form of an essay, the evaluations of their responses were more subjective in nature. The students whose responses were judged to be most unique or creative were selected. Combination of both the parents opinions and the nature of student responses was then used to select the children who would be asked to participate in the program. This method in conjunction with available professional feedback from questionnaires was used in every school.

3. Even in the public schools where federal lunch lists were available, many problems were encountered. The eligibility for federal lunches was based solely on present income. In the case of recently divorced or separated families, children might be placed on the list in spite of strong, advantaged cultural backgrounds. Although these children might benefit from a program of this nature, they would not truly fit into the category of disadvantaged that the staff had had in mind.

4. Teachers involved in the filling out of questionnaires resented the rushed nature of the distribution of materials. Due to

time pressure at the Montgomery County Intermediate Unit, no teacher orientation was held. The forms were given out with little or no discussion about the nature or purpose of the program. Some teachers who might have actively participated were strongly alienated.

5. Some parents and students were offended by the wording and content of the questionnaires. Questions such as, "Which kids in your class are secret bosses?" were particularly disturbing. Many parents and students felt that answering such questions involved informing on others rather than offering individual opinions.

Many problems were also encountered involving the administration or implementation of the questionnaires used in the identification process:

1. One school district was on strike when the program was initiated. Since the administrators in this particular district were very interested and involved in the program, instead of utilizing the resources of another district, the Project staff waited until they were able to go ahead and distribute the forms in the striking district. Naturally, this resulted in a very late beginning.

2. The district personnel who looked over the questionnaires and approved them were not the same personnel involved in handing out the questionnaires when the staff was ready to receive them. This resulted in considerable confusion and lack of any orientation for the teachers about the PATS project.

3. The Intermediate Unit, in its effort to disseminate all materials simultaneously, did not allow sufficient time for the responses to come back.

PROGRAMMING

In order to determine the most appropriate instructional sequence for these youngsters, the initial intake data was assessed. A decision was made to divide the Spring program into two, four week sessions. During each session, four courses of varied content were offered with approximately fifteen students in each course. Each student would have a short exposure of four weeks to two different courses. Students were selected for courses based upon their age. Professors, some of whom were already involved in Project GO, another joint university public school program for the regular gifted population, were informed of the proposed program and given the opportunity to teach their courses in this unique fashion. Four professors were selected to teach the four week sessions. Assessment of each student's attitudes, aptitudes and learning styles by the PATS staff of the Montgomery County Intermediate Unit and Ogontz Campus staff would be used to help plan further Summer programming. As with other aspects of the program a number of problems were encountered with our programming plans:

1. A number of changes were required when the program first started. Although the initial letter home indicated door-to-door transportation services in the summer session, only one public school system and the non-public school students were actually provided with this service. Another district was not able to pick the students up at their homes. Instead they required that students be brought to the central bus location from which point they would be transported to the Penn State Ogontz campus. Needless to say, this resulted in difficulties for many parents.

2. Although the faculty who volunteered for this project were uniformly enthusiastic about their participation in both the Spring and Summer sessions, their evaluation and responses to the program indicated that at least a short orientation program would have been beneficial. Topics such as the adaptation of college level course contents to the needs of younger children were felt to have been

appropriate for such an orientation. Specific techniques to motivate and sustain the interests of these younger students would also be advised, since the straight lecture style of many college professors might not be the most effective way of communicating or eliciting interest in this group of students. It should be noted that the problem of timing must be considered in arranging for this type of orientation for faculty members. Often professors who plan to work in the project do not know their schedules early enough to take advantage of a special orientation designed to introduce them to the needs of younger students.

The Spring program had offered mythology, math, psychology and chemistry for students in grades five through eight. In summer, grades five and six were offered creative dramatics and physics while grades sever and eight participated in architectural and Italian courses. Both groups participated in a movement awareness course. A lunch period followed by an open session which was used for various creative games, discussions, guest lectures, etc., was also part of the schedule. Money was provided to the children for lunches. The decision making involved in choosing sandwiches and the interaction between the PATS students and the Penn State students turned out to be an important and rewarding part of the program. The evaluation from parents, students and professors indicated that although most courses were both enthusiastically taught and received, the need for some further adaptation of college level materials for younger students was still evident. Many of the youngsters found the straight lecture techniques by some of the professors a bit difficult or on occasion, boring. When more active participation was encouraged, the students' reactions were much more positive. The professors, themselves, seemed to agree that such modifications were in order with these younger students. They were eager to participate in future planning sessions where such accomodations and modifications could be made for the second year program.

A swimming program involving both competitive and non-competitive activities had been included as an extension of the movement awareness course. The PATS staff felt that this would be a popular program. Although the swimming activities were required for part of the program, a surprisingly large number of boys (approximately 5) and a few girls did not bring in their

suits on the scheduled swimming days. Those who participated did so enthusiastically and appeared to enjoy the activity as well as learn a great deal about movement and strength, etc., but other students felt that they would be embarrassed by either their looks or their lack of skills in swimming.

The counseling component which was written into the original proposal was to be used to deal with the emotional needs and concerns of the potentially gifted disadvantaged youngster in this new academic and physical setting. The intent was to provide free service, special education college students to work with the disadvantaged gifted students in the program. If problems arose with this peer counseling, the professors and/or PATS staff would be instructed in intervention.

Although no formal counseling component was established in conjunction with the Penn State University students, a great deal of informal counseling was conducted. One of the staff associates interviewed a number of children while they attended the program. The results of these interviews reflected a need for greater attention to emotional and social areas for these youngsters. It should be emphasized that the children interviewed were "loner" types and not necessarily representative of the rest of the group. However, it still is important to note that common themes expressed by these youngsters included alienation, lack of belonging, and confusion about their roles with their friends and families. Another example of the unique and interesting fashion in which some of the emotional needs and concerns of the youngsters were addressed was described by one of the program's administrators. One youngster had been extremely upset early in the summer session program because of her status as the only "one of my kind" in the program. After attempts by one of the Project PATS staff to calm and reassure had failed, a black female college student who happened to be sitting nearby the youngster in question was approached. She agreed to speak with the child for awhile. This spontaneous, on the spot attempt to deal with a potentially disturbing situation proved to be extremely successful. The PATS student enjoyed the interaction with the college student, calmed down and responded well during the rest of the afternoon. Although an on-going one-to-one relationship of this nature would certainly be more desirable and effective, this one incident highlights the benefits of such interaction and support from the regular campus students.

Section III

SECOND YEAR

Before proceeding with plans for our second year of programming, an evaluation was conducted of the identification process used in our first year.

In order to improve the identification process in our second year, the following recommendations were suggested by the PATS staff in a meeting evaluating this aspect of the Program:

1. Before each person is given a questionnaire, sufficient time should be allotted to orient the individual. For students and parents, a short paragraph might be sufficient. However, in order to encourage cooperation and interest in the Project from the school personnel, a number of additional measures should be taken:

   a. A meeting with teacher organization representatives or teachers should be held well before the distribution of the questionnaires. A slide presentation or talk describing the program and eliciting their support should also be presented.
   b. Administrators in the districts should have enough information about the program and enough time to evaluate and approve the questionnaires. With this understanding, they should be more willing to support the program and administer the questionnaires to their staff with confidence in the aims of Project PATS. In order to avoid the teachers' tendencies of nominating the "good" kids, this orientation needs to be accomplished without revealing more than is necessary for the implementation of the program.
   c. The questionnaires themselves should be devised with more careful attention to both the content and the wording of items. Special attention should be focused on the classroom behavior one might expect from a potentially gifted youngster who is disadvantaged. For example, a teacher might be asked to identify a youngster whose

verbal skills are low but whose grasp of the subject matter seems surprisingly good. Another example might be a youngster who rarely raises his or her hand to initiate a response but who usually has the answer when called on.

d. In presenting the orientation for the PATS Project to school personnel, it must be made clear that this is not simply for children who need a chance or who would find this an exciting opportunity. Instead, carefully worded instructions should indicate that PATS staff is looking for a child with hidden potential.

2. Confusion about the type of child sought through this Project should be further clarified in the non-public schools by scheduling meetings with the Directors of these schools early in the year. As in the public schools, these meetings should provide all of those involved with the opportunity to ask questions and clarify any issues about which there is confusion. Identifying disadvantaged youngsters with hidden potential rather than rewarding well-behaved, well-groomed students should be emphasized. The lack of emphasis on issues specifically related to the potentially gifted disadvantaged youngster and poor wording of some questions in the original questionnaires was addressed. It was determined that the questionnaires would now be revised with these issues in mind. In reviewing the original questionnaires and our entire general identification process these additional aspects were noted:

   a. Each questionnaire should be tailored to the particular position and qualification of the individual completing it. For example, a librarian would probably notice the youngster who uses the encyclopedia a great deal for uses unrelated to school assignments but would not be likely to have much information about the youngster's degree of participation in the classroom discussion.

b. In order to be able to make comparisons of cross-questionnaires (teachers, parents, students, etc.) an effort would now be made to evaluate similar traits such as creativity, leadership, etc., in every person's questionnaire. Qualities such as leadership or creativity would be more likely to be identified in this manner.

c. An effort had to be made to review all names so that no child who is already identified as gifted would be chosen for the target population.

The final questionnaires which were used for the identification purposes can be found in Appendix A.

PROGRAMMING

After reviewing faculty, student and parental suggestions based on our first year of programming, a number of changes were made. Instead of extending the age range from fifth through eighth grades, only fifth and sixth graders were accepted. By limiting the applicants to a smaller age range, we hoped to be able to focus more intensively on their specific needs in both cognitive and affective areas. Orientation for teachers would be more effective, since the entire faculty would be dealing with youngsters of the same age. Courses offered during this second year of the program were: Wellth - a combination of the words "well" and "health" in which students were acquainted with many techniques such as biofeedback to help individuals maintain good physical and mental well-being; Creativity in Art - an experiential, hands-on approach to artistic creations; Mythology; Architectural Engineering. The lunch program in which money was provided to buy lunch from campus was, again, an integral part of the program.

The Spring schedule of the second year was arranged so that the students would be delivered on campus by their respective school buses at 11 o'clock and returned by 1:30 o'clock. This schedule insured the availability of the buses since during those hours, they were not involved with transporting other youngsters for the school district.

In order to avoid the problems which were encountered the first year with the scheduling of counseling, a group of special education students were informed before their registration that a peer counseling experience would be a required part of their actual coursework. This insured both the availability of the college students and the opportunity to acquaint them with the PATS Project and its goals. When the program began, the Penn State students met the PATS students as the buses rolled in to the Campus, spent some time chatting together and then walked them through their respective classrooms. Although all the Penn State students were invited to attend the classes with the PATS youngsters, only about a half of dozen elected to do so. Most of the college students returned after the classes were over to walk the PATS group to their second class. Informal observation of this interaction between the PATS students and the Penn State students indicated that this part of the program was

enjoyed immensely by everyone. They appeared to enjoy sharing experiences with one another. The identification with the Penn State students was encouraged in the hope that this might increase the tendency to view a college experience as a positive and attainable goal. Additional feedback about this part of the program will be discussed in the evaluation section.

Section IV

A REVIEW OF PARENTAL, FACULTY AND STUDENT REACTIONS

Although we on the Project PATS staff were very pleased with the manner in which the Program was run and felt that most of our objectives were met, we were also very interested in the reactions of the parents, faculty and students who had participated. Description of their changes in attitude and behavior as well as their perception of the strengths and weaknesses of the Program were important pieces of information for us. In order to obtain this information, evaluation questionnaires were sent to each of the three groups. Copies of these evaluations can be found in Appendix B.

In reviewing the parental responses, it was found that the majority of the parents felt that their children enjoyed the Program immensely. Some of the reasons stated were the positive response to the college environment, the opportunity to meet children from other schools and communities and the feeling of adventure that this new experience provided. The program was described as providing opportunities to be exposed to different learning and teaching styles and perhaps, most significantly, to observe how worthwhile and stimulating college life can be. Many parents mentioned the very positive view of college life which their youngsters now have. Subject matter and activities included in the program were rated from good to fine to excellent. However, a number of parents felt that although assigning courses enabled the administrators to guide the children in their particular areas, choice of courses might have resulted in even greater motivation on the part of the youngsters. About half of the parents felt that they were not adequately informed about the nature of the program. Although there was one parent meeting toward the conclusion of the program, they felt that they would have enjoyed additional lectures, phone calls or meetings in which there could have been further explanation of the purpose and program of the project. Other parents requested additional information about the subject matter the children would be taking. In terms of sufficient contact with the staff during the project, all but one parent felt this area was well taken care of. All the parents particularly enjoyed the third meeting at the end of the program where they had the opportunity to share their children's experiences with other parents and to meet the faculty again.

The reaction to working with college professors was immensely favorable with many parents emphasizing that their children found it an especially comfortable experience. In terms of the acquisition of new information or skills, again, the majority felt that their children had gained a great deal in this area. One of our final questions involved any possible change in the way a child viewed himself academically. Although half of the parents were not certain that any change had occurred, about five parents felt that a change was evident in areas such as self-concept, confidence and broadened scope of interest. In addition, a few indicated a new expression of interest of future careers among their children, especially those who particularly enjoyed the engineering course. In reviewing the parental responses, suggestions for a future program included a better bus schedule, choice of subjects for students, shorter periods and more information about the program during initial sessions and throughout the project.

In the faculty questionnaires, approximately half of the questions concerned the degree or quality of student participation. It was interesting to note that although some already identified gifted children also required considerable prodding and encouragement in order to participate more actively, the majority of students who "initially held back" or rarely volunteered were from the target population. However, many who demonstrated this behavior or learning style at the beginning of the project revealed a surprising grasp of subject matter and/or a willingness to become more involved when sufficient reassurance was provided by the faculty. There were also a number of children in both the target and already identified gifted groups who the faculty felt did not benefit from the program. Their lack of interest in the course material seemed to be the most frequently noted characteristic of this small number of children. A review of this data suggests that the degree of participation and ability to profit from the program seems to be more a function of interest and motivation than whether or not the children were from the gifted or target groups. Faculty members felt that a choice of courses might have resulted in greater motivation and interest on the part of some of these students.

As was previously noted, most of the faculty felt that an orientation to help them modify or adapt their teaching styles would have been helpful. The heterogeneity of the classes was another area which elicited considerable reaction from the faculty. Some professors enjoyed the challenge of having

to shed or revise their established strategies and develop methods to teach this group of so many varied interests and levels. Others felt , that a more homogeneous group would have been more beneficial as it would have allowed for greater variety and intensity of experiences for those students who could have benefited from it. These professors felt that the needs and responses of the group as a whole reduced their ability to address the needs of some highly capable children in the group. Since our goal was integration of the target and gifted youngsters, dividing them according to the level and/or scope of students' ability in particular subject areas would have defeated our original purpose. Instead, some guidance and support for the faculty in dealing with this diverse group would have been desirable. Finally, although summer was a relaxing time, providing the opportunity for a great deal of informal interaction, the faculty felt that the outside distractions of the season might have limited the motivation to learn in some of the students. In order to maintain their interest, many professors suggested more hands-on activities, more use of audio-visual materials and more physical activities.

In addition to the information just discussed, the faculty were also asked to rank students according to the following categories:

Divergent Thinking - thinks in novel or unique ways: takes different approaches.
Convergent Thinking - ability to zero in on a central concept.
Curiosity - wide range of interests: desire to know.
Abstract Ideas - needs minimum of concrete experiences to grasp new ideas.
Leadership - inclination to serve in leadership role rather than follow positions.
Social Acceptance - ability to get along with others in group.

This was a difficult task for many professors, especially those who only worked with the youngsters in the Spring. By the end of the Summer session they really could not remember some of the students well enough to fill out a questionnaire properly.

Although lack of funding for an additional third year made it impossible for us to examine the faculty responses in a quantitative fashion,

we were able to make some general observations about the data. Youngsters who were ranked high on one trait tended to be ranked fairly high on all, while those who were ranked low on a particular trait also fell in a fairly low ranking on other traits. For example, a student who had a high ranking on divergent and convergent thinking also tended to rank fairly high in other traits such as abstract ideas and leadership.

In reviewing responses to the student questionnaires, it was encouraging to note that the majority of PATS students found the program both challenging, enjoyable and different from other courses taken in regular schools. They also expressed enjoyment in being on campus, talking to college students, making new friends and working with other students. Since self-concept and social and emotional adjustment were an important part of the program, the positive responses received in areas such as increased confidence and handling a challenge were also encouraging.

Although both targeted and non-targeted children experienced positive feelings about going on to college, it was particularly noteworthy that a few target youngsters reported a change of heart. That is, in spite of their original view of college as a rather alien, stuffy place, they now felt that attending college was a good and exciting idea. In addition, in both groups, the new and different ideas they were exposed to led many youngsters to entertain the possibility of completing their studies in those areas in the future.

Most of the problems reported by the students involved the Summer session. The intense heat, the need to work during vacation time, and the earlier bedtime imposed because of morning classes, were some of the complaints registered.

In addition to the initial student evaluation distributed after the summer session of 1981, a follow-up was conducted the following Spring (1982), (See Appendix C). One of the PATS staff personally interviewed each of the target and gifted participants. Some of the interesting results of this follow-up interview included the observation that the majority of youngsters had changed their attitudes about themselves as a result of this program. That is, most indicated feeling more aware of themselves, developing

more confidence and generally expressing more positive attitudes toward learning. Among both target and non-target youngsters, improved self-image and "feeling smarter" were some of the benefits reported. Although a number of students felt that the faculty might have explained certain concepts more clearly, the majority felt that they were considerably more patient and gave much more attention to individuals than was common in their own schools. An interesting outcome of the individual attention received by the PATS youngsters from the faculty and other members of the PATS staff, was the increased comfort and confidence they felt in later interaction with other adults. Many of the students indicated greater ease in speaking and sharing feelings with their parents and teachers since their participation in the program. We hypothesized that the informal nature of the interaction between the PATS staff and the students, especially in the more relaxed Summer session, contributed to this change of attitude.

In spite of the limited scope of the counseling component during the first year of the Project, our follow-up evaluation revealed that students who were involved in the informal counseling remembered it as a very positive part of the program. They reported that they enjoyed sharing their thoughts and feelings with the PATS staff and wished that more time had been allotted for this purpose. The lunch program was another fond memory expressed by many of the students. They loved being able to select their own lunches every afternoon and also thoroughly enjoyed the interaction with the Penn State students during this time of the day. One PATS youngster, a target child, indicated that she enjoyed buying lunch without a ticket. This comment referred to the ticket needed for the free lunch program in which she was involved in school. Apparently, she resented being identified as a free lunch student in this manner and appreciated eating lunch without this stigma.

Two students who seemed to have negative attitudes during the Summer indicated their reasons for their lack of participation and interest. One stated that her mother had signed her up without consulting her and because of this, she could not attend the neighborhood center she had been looking forward to throughout the year. Another student felt that the other students were not really friendly to her which made her feel uncomfortable. Finally, although students from different schools had not actually seen

each other during the school year, some had tried to call each other and many students asked about their Spring and Summer classmates during this follow-up interview.

The Penn State students who were part of the Spring 1982 Program expressed great satisfaction and enjoyment concerning their interaction with the PATS students. In their evaluation questionnaires, they commented on the brightness and wit of the PATS youngsters. Those who elected to accept the invitation to join the PATS group in their classes were particularly impressed with the manner in which they participated in class and reacted to course material. Most Penn State students indicated that they would have enjoyed having even more time to interact with the PATS group. They stated that although they had the opportunity to have many informal conversations, there was insufficient time to develop relationships of a deeper nature. However, the pleasure and satisfaction both groups experienced from this component of the program was most gratifying to the PATS staff.

Section V

LESSONS OF BOTH YEARS

After running a program which required the cooperation of many people with varying degress of interest and commitment to the Project, many lessons were learned. Some of the most important ones are enumerated below in the hope that those who wish to replicate our efforts might be more aware of some of the problems they may encounter.

Lesson One: The political and economic climate of the times is an important variable to consider.

At a time when administrators are wary of any project which would involve extra work for teachers, even the request to have students identified through the use of questionnaires was a sticky issue for some. Every piece of business concerning workload for teachers was considered pertinent for union representatives. If attempts are made to implement a project in a district without awareness of this situation, many negative attitudes and feelings may develop among the staff. Following the proper protocol is extremely important in initiating any program through the school distirct. In addition to gaining the approval of the teacher's union representatives, the administrators in each school need to be involved from the onset in all planning procedures. Copies of questionnaires, letters to parents, etc., should all be inspected by school administrators before any piece of information is disseminated by the Project staff. It became clear to us that no teachers were interested in participating in what they perceived as a mystery program. However, as was previously noted, in our case, it was difficult to give away too much information without jeapardizing the goals of our project. The inclusion of a short memo focusing on our desire to evaluate the effect of a college environment on elementary school students might have satisfied the need expressed by the teachers for more information about the goals of our project.

Lesson Two: The previously established presonal contacts were essential to the success of the project.

We were fortunate in that Project GO (Gifted at Ogontz) had already been established providing the opportunity for key staff members of both the Intermediate Unit, the district schools and Penn State University to meet and

interact. The enthusiastic participation and highly cooperative atmosphere which prevailed was truly a critical factor in the implementation of the Project. With some minor exceptions, communication between the leaders of each sector was excellent. Mutual respect and rapport is an ingredient, which cannot be emphasized too highly.

Lesson Three: Dissemination of materials is an important part of the program.

The manner in which this is conducted has a critical effect on the attitudes of all those involved. If sufficient time is not taken to orient both the administrators and teachers to the value of identification or evaluation processes, little or no cooperation will be forthcoming. Without constant clear communication and support, administrators who are very busy with other matters will forget a deadline or simply fail to inform teachers about the purpose and/or importance of the program. Project Directors must realize that it is up to them to provide enough time for orientation and discussion of any matters which will facilitate the implementation of their program.

Lesson Four: Many administrators, teachers, and parents feel that gifted programs are not an essential part of the educational curriculum.

At one board meeting when data on the Project was about to be presented, a statement was made indicating that data revealing gifted students among the disadvantaged was not welcomed since additional programming in such poor economic times was unrealistic. That is, a "let's kill the data" approach was prevalent with the underlying assumption that the needs revealed in the data could not be addressed any way. An awareness of this attitude on the part of both school personnel and parents should alert project leaders to the need for clear presentations which focus on the benefits of such programs to the participants in each district. For example, the excellent public relations provided by such a program might be introduced as an important plus to consider before rejecting the idea of such a collaboration.

Lesson Five: In order to replicate this model in our own area or in other parts of the country, the issue of funding must be addressed.

Is a state or federal grant the most feasible move to take? Would a grant from a private agency be more realistic? If money is scarce from either of these sources, consideration of similar model under a fee basis may be in order. Results of efforts to obtain funds from various sources must be examined before a decision of this nature can be made. Sometimes, if partial or full scholarshipscan be made available for those unable to pay, a program in which a fee is included can still service both target and non-target children.

Another issue to explore in replicating this model is the possibility of servicing a larger number of children. One of the administrators who participated in our Project commented that he could not recall putting so many hours into a project which eventually served so few children in his district. It is true that a very large population is initially considered from which only a very small percentage of children is accepted. If provisions were made to enlarge the scope of the program, the staff involved in formulating and implementing the program might feel more rewarded for their efforts.

The aforementioned factors are just a few of the lessons learned after three successful sessions of Project PATS. However, in spite of errors made in both identification, programming and evaluation procedures, most of our feedback suggests that this program was rewarding for each member of the partnership.

Section VI

HIGHLIGHTS

In reviewing the past two years, the following highlights emphasize the value of this project to both PATS and Penn State students, public and non-public districts, university administration and faculty and the Montgomery County Intermediate Unit:

1. An exciting mutual resepct and sharing of ideas and goals has now been established between the University, the Intermediate Unit and the public and non-public school districts. Future interaction involving innovative curriculums or additional programming is now a very strong possibility. The Partnership Model is now viewed as a viable means of insuring a strong commitment to education throughout a student's school years;

2. The excellent public relations which resulted from local news coverage benefited all those involved in the Project. The Montgomery County Intermediate Unit, local school administrators, and all the faculty and administrators of Penn State were perceived by the public as innovative leaders in education. This view of educators as creative leaders is critical in gaining public support for educational ventures of this nature;

3. Although initially, concern was expressed that the differences demonstrated between target and non-target children might result in the lowering of target children's self-esteem, in most instances, the opposite reaction was actually observed. Target children appeared to mix well with the non-target group and, on the whole, responded positively to the college atmosphere and the coursework. In fact, as previously noted, a number of target children who hung back and had limited participation at the beginning of the program became more actively involved as the sessions continued, even expressing feelings such as "college used to seem scary but now I think it might not be so bad after all". This change in perception

from such collaborations far outweigh any of the difficulties or problems which were encountered. We all look forward to future joint efforts in an attempt to provide the most creative and effective educational possibilities for our youngsters.

APPENDIX A

PATS INITIAL INTAKE FORM
FOR REGULAR TEACHERS

SECOND YEAR

PROJECT PATS
Teacher Form

NAME_____

SCHOOL_____

Directions: Thinking only of the children in your homeroom, name any of your children who:

1. have talent but do not use it:
   A_____
   B_____
   C_____

2. will persist at a task or assignment long after others have given up:
   A_____
   B_____
   C_____

3. will question the value of/or request verification for directions given by the teachers (not out of malice but out of personal conviction):
   A_____
   B_____
   C_____

4. have greater potential than is generally recognized:
   A_____
   B_____
   C_____

5. are usually talented in any area:
   A_____
   B_____
   C_____

6. are comfortable in situations in which there are no right or wrong answers:
   A_____
   B_____
   C_____

7. catch on quickly to new or abstract ideas (needs minimum explanation through concrete example):

A _____

B _____

C _____

8. need little encouragement or pressure to follow through on things that excite him:

A _____

B _____

C _____

9. are leaders outside of the classroom:

A _____

B _____

C _____

10. are sensitive to feelings of others:

A _____

B _____

C _____

11. are exceptionally curious - want to know about everything

A _____

B _____

C _____

12. are keen and alert observers (notice things about people, situations, etc., that others don't):

A _____

B _____

C _____

13. can think of many solutions to a problem:

A _____

B _____

C _____

Teacher
Form - PROJECT PATS Page 3

14. are interested in adult problems such as politics, social issues, etc.:
A _____
B _____
C _____

15. contribue new information or new approaches to a topic the class is studying:
A _____
B _____
C _____

16. seem to be able to handle many things at one time (i.e., read and listen at the same time):
A _____
B _____
C _____

17. may not always complete assignments but have excellent intuitive knowledge in the subject area:
A _____
B _____
C _____

18. lack background information and vocabulary but stand out in their ability to analyze problems and ideas:
A _____
B _____
C _____

19. have poor verbal expression but seem to grasp subject matter surprisingly well:
A _____
B _____
C _____

20. rarely volunteer but know the answer when called on:
A _____
B _____
C _____

21. have good oral information but do not express themselves well in written work:

A_____

B_____

C_____

22. are the ones other children turn to for help with social problems:

A_____

B_____

C_____

23. are the ones other children turn to for help with academic problems:

A_____

B_____

C_____

24. are not good students but are very clever in dealing with "life" situations:

A_____

B_____

C_____

APPENDIX B

PATS INITIAL INTAKE FORM
FOR REGULAR TEACHERS

FIRST YEAR

Project PATS

Name _____

Teacher Form

School _____

Directions: Thinking only of the children in your room, name at least three children who:

1. have talent but do not use it.
   A. _____
   B. _____
   C. _____

2. are instigators.
   A. _____
   B. _____
   C. _____

3. are persistent.
   A. _____
   B. _____
   C. _____

4. deliberately do not follow directions.
   A. _____
   B. _____
   C. _____

5. find unusual uses for materials.
   A. _____
   B. _____
   C. _____

6. tend to ask embarrassing, frustrating, exasperating, or penetrating questions.
   A. _____
   B. _____
   C. _____

7. bring inappropriate materials to class (e.g., comic books, puzzles).
   A. _____
   B. _____
   C. _____

8. are helpful and supportive to the teacher.
   A. _____
   B. _____
   C. _____

9. are the most independent workers.
   A. _____
   B. _____
   C. _____

10. are the most dependent workers.
    A. _____
    B. _____
    C. _____

11. can get other students to do what they want them to do.
    A. _____
    B. _____
    C. _____

12. have greater potential than is generally recognized.
    A. _____
    B. _____
    C. _____

13. are unusually talented.

Name	Area(s)
_____	_____
_____	_____
_____	_____

APPENDIX C

PATS INITIAL INTAKE FORM FOR
REGULAR UNIFIED ARTS SPECIALISTS

Project PATS
UNIFIED ARTS SPECIALIST FORM

Name _____

School _____

Subject _____

BEST COPY AVAILABLE

From the attached list of names, please select those students (if possible) who:

1. will persist at a task or assignment long after others have given up.

2. will question the value or require justification of a teacher-given direction (not out of malice but out of personal conviction)

3. are keen observers

4. have greater potential than their school performance might suggest

5. have a sophisticated sense of humor

6. seem well-informed in your subject area (more than average)

7. have an unusual degree of sensitivity to others

8. display a great deal of curiosity about the world around them (even to the point where it could be annoying)

9. are unusually talented in your subject

10. show a strong sense of organization

11. have sophisticated ideas even though they might lack the vocabulary to express them adequately

12. exhibit leadership skills

13. will help out others without being asked to

14. finish work quickly and accurately

15. express feelings and emotions

16. can't wait to get to the next project

APPENDIX D

PATS INITIAL INTAKE FORM FOR
REGULAR UNIFIED ARTS TEACHERS AND SPECIALISTS

Project PATS
Unified Arts and
Specialist Form

Name _____

School _____

Directions: From the attached list of names, please select at least three students (if possible) who:

1. have talent but do not use it.
   A. _____
   B. _____
   C. _____

2. are instigators.
   A. _____
   B. _____
   C. _____

3. are persistent.
   A. _____
   B. _____
   C. _____

4. deliberately do not follow directions.
   A. _____
   B. _____
   C. _____

5. find unusual uses for materials.
   A. _____
   B. _____
   C. _____

6. tend to ask embarrassing, frustrating, exasperating, or penetrating questions.
   A. _____
   B. _____
   C. _____

7. bring inappropriate materials to class (e.g., comic books, puzzles).
   A. _____
   B. _____
   C. _____

8. are helpful and supportive to the teacher.
   A. _____
   B. _____
   C. _____

9. are the most independent workers.
   A. _____
   B. _____
   C. _____

10. are the most dependent workers.
    A. _____
    B. _____
    C. _____

11. can get other students to do what they want them to do.
    A. _____
    B. _____
    C. _____

12. have greater potential than is generally recognized.
    A. _____
    B. _____
    C. _____

13. are unusually talented.
    A. _____
    B. _____
    C. _____

APPENDIX E

PATS INITIAL INTAKE FORM FOR
STUDENTS (SOCIOMETRIC VERSION)

Project PATS
Student Form 1

School _____

Grade _____

Directions: Please fill in your school and grade on the blanks above. DO NOT write your name. Thinking of all the students in your class, please write three names for each question, giving their first and last names. You may use your own name to answer a question if it fits. BE HONEST! No other students will see your answers.

1. Which kids have the most far-out but good ideas?
   A. _____
   B. _____
   C. _____

2. Which kids in your class are "secret bosses"?
   A. _____
   B. _____
   C. _____

3. Which kids in this class are smarter than the other kids think they are?
   A. _____
   B. _____
   C. _____

4. Which kids in this class are smarter than the teacher thinks they are?
   A. _____
   B. _____
   C. _____

5. Which kids can get the others to do what they want them to do?
   A. _____
   B. _____
   C. _____

6. Which kids get good grades without doing much?
   A. _____
   B. _____
   C. _____

7. Which kids have the most common sense?

A. _____

B. _____

C. _____

8. Which kids have made up the most far-out stories?

A. _____

B. _____

C. _____

9. Which kids are very clever about causing trouble?

A. _____

B. _____

C. _____

APPENDIX F

PATS INITIAL INTAKE FORM FOR
STUDENTS (INTEREST INVENTORY VERSION)

PROJECT PATS
STUDENT FORM II

NAME_____

SCHOOL_____

GRADE_____

1. Please check the types of TV shows you watch on a fairly regular basis?

News Magazines
(60 minutes, 20/20 etc.)

Family
(Little House on the Prairie, Eight is Enough, etc.)

Science Fiction
(Star Trek, Galaxy)

Science Information
(Nova, Nature Programs)

Soap Opera
(Dallas, General Hospital)

Quiz Shows

Comedy
(LaVerne & Shirley, Happy Days, etc.)

Adventure

Sports

Variety

Drama
(Roots, Masterpiece Theatre, etc.)

2. How do you earn money (not counting household chores)?

3. Which of the following kinds of magazines would you like to get?

Science_____ Fiction (stories)_____ Fashion_____

Sports_____ Travel_____ News_____

Puzzles_____ Nature_____ Hobby_____

Pen Pal_____

4. List any hobbies or collections you have.

5. Who do you think is a hero or heroine? Why?

6. What things have you done that make you proud?

Student Form II
Page 2

Name_____

School_____

Grade_____

7. On what topics would you consider yourself an expert?

8. List as many uses as you can think of for a tin can:

9. How do you learn best: (listening to the teacher, reading on your own, doing experiments, watching movies, etc.)

10. Which do you prefer - talking with adult company or kids? Why?

11. What is your favorite subject in school?

12. What do you like least about school?

13. Are there any subjects that you like that are not taught in school?

Student Form II
Page 3

Name_____

School_____

Grade_____

14. Do you prefer working by yourself or in groups?

15. Pretend that someday you will be the famous author of a well-known book. What type of book will it be (history, science, poetry, fiction, fashion, etc.) and what will the book be about?

Type of book_____

The book will be about_____

Can you think of a good title for your book?

Name_____

School_____

Grade_____

16. Rate yourself 1-4 for each of the following (circle only one number for each question)

a. How willing are you to persevere (keep at it) when you are faced with a difficult task or situation?

Not at all	Maybe	Probably	Completely
1	2	3	4

b. How easy is it for you to "change gears" (switch over to something different) once you're involved in an activity?

Not at all	Maybe	Probably	Completely
1	2	3	4

c. How well do you get your friends to do what you want?

Poorly	So-so	Pretty good	Great
1	2	3	4

d. How confident are you that you will become what you want to be?

Not at all	A little	Somewhat	Very
1	2	3	4

e. How good a leader are you?

No good	So-so	Pretty good	Great
1	2	3	4

f. How much are your opinions or ideas about things similar or like your friends?

Not at all	A little	Somewhat	Very much
1	2	3	4

g. How well do you "catch on" to new ideas?

Poorly	So-so	Pretty good	Great
1	2	3	4

h. How well do you do a few things at one time (read and listen, etc.)?

Poorly	So-so	Pretty good	Great
1	2	3	4

i. How comfortable are you in situations where there are no right or wrong answers?

Not at all	A little	Somewhat	Very much
1	2	2	4

Student Form II
Page 5

Name_____

School_____

Grade_____

j. How much do you enjoy reading on your own?

Not at all	A little	Somewhat	Very Much
1	2	3	4

k. How good are you at finding unusual solutions to problems?

Not at all	A little	Somewhat	Very Much
1	2	3	4

l. How interested are you in "adult topics" such as politics, news, social issues, etc.?

Not at all	A little	Somewhat	Very Much
1	2	3	4

m. How well do you "catch on" to political cartoons and other humor?

Not at all	A little	Somewhat	Very Much
1	2	3	4

n. How easy is it for you to express your feelings or emotions?

Not at all	A little	Somewhat	Very Much
1	2	3	4

o. How good a sense of humor do you have?

Not at all	A little	Somewhat	Very Much
1	2	3	4

p. How eager are you to tell your friends about books you read, or things you did that excite you?

Not at all	A little	Somewhat	Very Much
1	2	3	4

APPENDIX G

PATS INITIAL INTAKE FORM FOR
STUDENTS (INTEREST INVENTORY VERSION)

Old

Project PATS
Student Form 2

Name _____

School _____

Grade _____

Directions: Answer each question about yourself.

1. List your three favorite TV shows: A. _____

   B. _____

   C. _____

2. When you grow up, what type of job do you want to have? _____

_____

3. How do you earn money when you need it? _____

_____

4. Look at the cartoon on the last page. Write a sentence on what this cartoon means:

_____

_____

5. What types of things do you read? Be honest!

MAGAZINES	BOOKS	NEWSPAPERS	COMIC BOOKS

6. List any hobbies or collections you have. _____

_____

_____

7. Who do you think is a hero or heroine? _____

_____

8. What things have you done which make you proud? _____

_____

_____

9. What makes you a special person? _____

_____

_____

10. Pretend you could try any type of jobs you wanted. Which ones would they be?

_____

_____

_____

11. Rate yourself from 1 to 4 for each of the following (circle only one number for each question):

a. How well do you get your friends to do what you want?

1	2	3	4
Poorly	So-So	Pretty Good	Great

b. How confident are you that you will become what you want to be?

1	2	3	4
Not at all	Maybe	Probably	Completely

c. How good a leader are you?

1	2	3	4
No good	So-So	Pretty Good	Great

APPENDIX H

PATS INITIAL INTAKE FORM FOR
PARENTS

Project PATS
PARENT FORM

Name_____

School_____

Student_____

Grade_____

Handedness: Left__Right__Both__

Directions: To what extent do you think your child

		NOT MUCH	A LITTLE	PRETTY MUCH	A LOT
1.	is brighter than the school realizes?	___	___	___	___
2.	is willing to make up his own mind?	___	___	___	___
3.	is comfortable in situations in which there are no right or wrong answers?	___	___	___	___
4.	asks a lot of questions?	___	___	___	___
5.	catches on quickly?	___	___	___	___
6.	seems to be a leader at home with other children?	___	___	___	___
7.	gets other children in the neighborhood to do things for him or her?	___	___	___	___
8.	has a knack for making money?	___	___	___	___
9.	is sensitive to the feelings and needs of others?	___	___	___	___
10.	keeps going when things really get tough?	___	___	___	___
11.	wants to know about everything?	___	___	___	___
12.	keeps after you when he or she wants something?	___	___	___	___
13.	builds and maintains a collection of his or her own?	___	___	___	___
14.	reads on his or her own?	___	___	___	___
15.	possesses a great deal of knowledge about a variety of topics?	___	___	___	___

Project PATS
PARENT FORM
Page 2

		NOT MUCH	A LITTLE	PRETTY MUCH	A LOT
16.	is a keen and alert observer: usually "sees more" or "gets more" out of a story, movie, etc?	___	___	___	___
17.	needs little pressure from you to follow through on work that really excites him/her?	___	___	___	___
18.	is interested in subjects such as religion, politics, race, etc?	___	___	___	___
19.	is curious about many things - is always asking complex questions?	___	___	___	___
20.	is able to express feelings and emotions?	___	___	___	___
21.	is a risk-taker (is willing to take an unpopular position in a discussion).	___	___	___	___
22.	likes to take things apart to see how they work?	___	___	___	___
23.	has a keen sense of humor and can see humor in situations where others may not?	___	___	___	___
24.	has special skills or talent?	___	___	___	___
25.	prefers working with groups rather than by himself?	___	___	___	___
26.	can think of many solutions to a problem?	___	___	___	___
27.	can do a few things at one time (read and listen, etc.)?	___	___	___	___
28.	can easily understand similarities and differences in situations?	___	___	___	___
29.	contributes new information or approaches to a topic discussed at home?	___	___	___	___

Project PATS
PARENT FORM
Page 3

	NOT MUCH	A LITTLE	PRETTY MUCH	A LOT
30. likes to learn for the sake of learning?	___	___	___	___
31. is eager to tell you about things he/she has read or done which excite him/her?	___	___	___	___
32. is hard to distract when involved in an activity?	___	___	___	___
33. is willing to persevere when confronted with a difficult task or situation?	___	___	___	___

34. Is there something else you would like to share about your child?

APPENDIX I

STUDENT FOLLOW-UP FORM
(THREE-FOURTHS' OF A YEAR LATER)

April/May - 1982

STUDENT'S NAME: _____

PATS FOLLOW-UP

1. CHECK THIS YEAR'S ACHIEVEMENT TEST SCORES AND AS MANY YEARS BACK AS POSSIBLE (E.G., IF STUDENT USUALLY GAINED ONE GRADE PER YEAR, IS THE CHANGE FROM '81 to '82 - MORE THAN ONE GRADE?)

2. QUESTIONS:

   A. WHEN YOU THINK BACK ON BEING IN PROJECT PATS LAST YEAR, WHAT STANDS OUT IN YOUR MIND?

   ...WHY? ...ANYTHING ELSE?

   B. HAVE YOU TALKED TO OR SEEN ANY OF THE KIDS YOU WERE WITH IN PATS?

   C. DO YOU FEEL ANY DIFFERENTLY ABOUT YOURSELF NOW THAN YOU DID BEFORE YOU WERE IN PATS?

   ...IN WHAT WAYS?

   D. HAVE YOUR ATTITUDES TOWARD SCHOOL CHANGED SINCE YOU WERE IN THE PATS PROGRAM?

   ...IN WHAT WAYS? (EXPECTATIONS? ALTERNATIVES?, ETC.)

   E. HAVE YOUR GRADES CHANGED THIS YEAR?

PAGE 2
PATS FOLLOW-UP

F. HAVE YOU CONTINUED AN INTEREST THAT WAS AROUSED DURING PATS?

...ENGINEERING, DRAWING, DRAMATICS, PHYSICS, ITALIAN, MOVEMENT AWARENESS?

G. DO YOU TALK TO YOUR TEACHERS AND OTHER ADULTS MORE EASILY THAN YOU DID A YEAR OR SO AGO?

H. HAVE YOU DISCUSSED YOUR EXPERIENCES IN PATS OR ANY CHANGES (OUTCOMES OF PATS) WITH YOUR PARENTS SINCE LAST SUMMER?

...MORE COMMUNICATION?

...CHANGES WITHIN THE FAMILY SINCE YOUR PARTICIPATION?

APPENDIX J

END-OF-PROGRAM PARENT
EVALUATION FORM

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550

MEMORANDUM

To: Parents

From: Project PATS

We'd like to take this opportunity to thank you for your participation in Project PATS. As you know, PATS was conceived as a pioneering effort to encourage the partnership between higher education, public education and non-public schools. In our attempt to continue to explore this partnership model, we would appreciate your reactions and comments about your child's participation in the program

We want you to be aware that the evaluation forms are not just routine "end of program" information. The feedback we receive from you is extremely important to us. Please take the time to think deeply about your responses. We will be looking at them carefully to help us with the second year of our project.

Thank you once again for your help.

/gsp

PARENT Name _____

PARENT QUESTIONNAIRE

1. Did your child enjoy the program? Why or why not?

2. Do you think the program was valuable to your child? In what way? (Change of attitudes toward learning; outlook toward school, etc.)

3. How do you feel about the subject matter and activities included in the program? If there were any activities your child particularly liked or disliked, please include these in your answer.

4. Courses were assigned to your children. Would you have preferred them to have choices? What other courses would you suggest?

5. Did you feel you were adequately informed about the activities in which your child participated?

6. Did you feel you had sufficient contact with the staff to take care of any problems or concerns which may have arisen?

7. Did your child feel comfortable with the college professors?

8. Do you feel your child has acquired new information and/or skills?

9. Has your child shared his experiences in the program with you?

10. Do you feel the college environment has benefitted your child? How?

11. Do you have any suggestions for next year? (Weaknesses you would like corrected).

12. Has this program changed the way your child feels about himself academically?

13. Has your child ever expressed any educational or career objectives? If so, has this program influenced his/her choices?

14. Is there anything we haven't asked that you would like to comment on?

APPENDIX K

END-OF-PROGRAM STUDENT EVALUATION
FORM

NAME_____

STUDENT QUESTIONNAIRE

WE NEED YOUR HELP! PLEASE FILL IN THE QUESTIONAIRE AS HONESTLY AS YOU CAN!

The hardest course was _____

The easiest course was _____

The course I learned the most from was _____

The course that was the most fun was _____.

The course I liked least was _____.

If you could have selected a course that was not offered, what would it (they) be?

Next page

STUDENT QUESTIONNAIRE

	Very Much	Somewhat	A Little	Hardly At All
1. Was this program challenging?	____	____	____	____
2. Was this program enjoyable?	____	____	____	____
3. Was this program different from other courses you have taken in regular school?	____	____	____	____
4. Did the program change the way you think or solve problems?	____	____	____	____
5. Did you learn things you never thought about before?	____	____	____	____
6. Do you think you could now tackle more difficult concepts or ideas?	____	____	____	____
7. Are you more curious than you were before your experience at Penn State?	____	____	____	____
8. Are you more willing to act on your curiosity (ask questions, look up answers in a book or encyclopedia, etc.) than you were before?	____	____	____	____
9. Did this program "stretch" your thinking?	____	____	____	____
10. Did you feel some courses were too hard?	____	____	____	____
11. Did you enjoy being on campus?	____	____	____	____
12. Did you enjoy talking with college students?	____	____	____	____
13. Was it easy to make friends?	____	____	____	____
14. Did you enjoy working with the other students?	____	____	____	____

(More)

STUDENT QUESTIONNAIRE

	SPRING	SUMMER
15. Did you prefer the shorter, introductory courses of the Spring or the longer, in-depth courses of the Summer?	_____	_____

	YES	NO
16. Has participating in this program made you feel more confident about handling a challenge?	____	____
17. Did you discuss the program with your friends?	____	____
18. Would you recommend this program to a friend?	____	____
19. Have you made new friends in the program you'd like to see after Project PATS has ended?	____	____

(More)

20. How has your family reacted to your participation in the program?

eager for you to start? uncertain?

21. How did your friends react to your participation in the program?

curious? jealous? thought it was strange for summer,(etc.)?

22. What new experiences (learning, ideas) were you exposed to in this program that you could not have gotten in school?

23. What courses or activities did you especially like?

24. Are there other courses you would have included? Give some examples.

25. What are some of the courses or activities you didn't enjoy?

26. What should we have done differently?

27. Have your ideas about going on to college changed since the program? If so, why and how?

28. In what way could the professors have improved their teaching?

29. Did you have any problems in the program? Explain.

(More)

30. Has this program influenced your ideas about what you want to be when you leave school? Explain.

31. Is there anything we haven't asked you that you would like to comment on?

APPENDIX L

END-OF-PROGRAM UNIVERSITY
PROFESSOR EVALUATION FORM

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1[illegible]3-8 WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550

MEMORANDUM

To: Professors

From: Project PATS

We'd like to take this opportunity to thank you for your participation in Project PATS. As you know, PATS was conceived as a pioneering effort to encourage the partnership between higher education, public education and non-public schools. In our attempt to continue to explore this partnership model, we would appreciate your reactions and comments about your participation in the program.

We want you to be aware that the evaluation forms are not just routine "end of program" information. The feedback we receive from you is extremely important to us. Please take the time to think deeply about your responses. We will be looking at them carefully to help us with the second year of our project.

Thank you once again for your help.

/gsp

PATS PROJECT
Program Evaluation - Summer Session, 1981

Professor _____

1. Please name any of your students who lacked basic background information but stood out in their ability to analyze problems and ideas.

2. Please name any of your students whose verbal expression and vocabulary were limited but whose grasp of the subject matter was surprisingly good.

3. Please name any of your students who "hung back" in the beginning of the summer but participated more actively toward the end.

4. Please name any of your students who did not volunteer but who had the answer when called on.

*5. With regard to the students you named in questions 1-4, are there any traits that stood out in your mind? Please describe any differences including as much information as possible about the following areas: cognition, personality, learning style, temperament, etc.

5. (continued)

6. Please name the students who showed an unusual interest in your subject.

7. Please name the students who had an especially strong background in your subject area.

8. Please name the students whose participation was extremely limited.

9. Please name any students you felt were unsuited for this program.

10. Do you feel that the college atmosphere influenced the students in any way?

11. Was it necessary to adapt or modify your teaching style? If so, how?

12. What kind of help could you have used prior to your teaching in PATS?

13. What do you feel were the strengths of this program?

14. What changes would you recommend to improve the program next year?

15. Did you have the opportunity to share your teaching experiences with other professors involved in this program? Do you think this would have been valuable?

16. Is there anything we haven't asked that you would like to comment on?

* We would appreciate special attention to this question since the information obtained will be particularly valuable to us.

Project PATS

Professor _____

Please rank the students in your group on the following items - as well as you can. All students names should be included under each trait (No ties allowed). Number 1 represents most adept in that category and number __ the least adept. Thank you.

1 - Divergent Thinking - Thinks in novel or unique ways; takes different approaches.

2 - Convergent Thinking - Ability to zero in on central concepts.

3 - Curiosity - Wide range of interests; desire to know.

4 - Abstract Ideas - Needs minimum of concrete experiences to grasp new ideas.

5 - Leadership - Inclination to serve in leadership role rather than follow position.

6 - Social Acceptance - Ability to get along with others in group.

Student Nam	(1) Divergent Thinking	(2) Convergent Thinking	(3) Curiosity	(4) Abstract Ideas	(5) Leadership	(6) Social Acceptance